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Proposed Career Development Principles
of the
Economic Research Area, ORR

POLICY AND OBJECTIVES

The purpose of the CIA Career Program is "to establish personnel management practices which will develop people to the fullest extent to meet present and anticipated personnel needs of the Agency and to encourage their long-term service with the Agency." 1/ The personnel management policy of CIA contemplates "a progressive program that identifies, develops, effectively uses, and rewards individuals who have qualifications required by the Agency, motivates them toward rendering maximum service to the Agency and eliminates from the service, in an equitable manner, those who fail to perform as effective members of the Agency." 1/

The present paper seeks to fix the respective responsibilities of employees and their supervisors and provide for guidance to Area personnel in order that they may continually increase their effective value to the Agency and their own sense of job satisfaction and personal growth.

The emphasis in the following discussion necessarily dwells on the relation of the Agency, in its organization and policies, to the problem of individual development and advancement. It should be clearly understood, however, that none of what follows is intended as a scheme for rapid promotion of employees. Primary initiative for career development rests, as it must, with the individual. This discussion is intended to describe the framework of policy within which the ORR organization can assist employees in their efforts to maximize their potential as career intelligence workers.

Career development will be within the branches and staffs on the basis of on-the-job instructional support and substantive experience. Opportunities for formal training and rotation of assignment, as appropriate, will be exploited as they arise.

ASSUMPTIONS

The principal assumptions are:

1/ CIA Regulation [] "The CIA Career Council and the Career Services," 25 June 1954.

a. Essential policies and principles for the promotion of employees, transfer of individuals from clerical to professional status, programs for the Career Council, Career Service, and Career Staff, and the Junior Career Development and Junior Officer Trainee Programs have been promulgated by the Agency and ORR.

b. Adequate entrance-on-duty induction, indoctrination, and orientation programs have been instituted by the Agency and ORR.

RESPONSIBILITIES

The development of individuals is an integral part of good management; consequently career development is the responsibility of all supervisors. From the level of a junior analyst, giving direction to the work of a clerical assistant, to the Ch/E, responsible for the Economic Research Area, it is expected that all supervisors will assist employees in mastering their tasks and tactfully discuss with them methods of self-improvement. The importance of supervision to successful Career Development cannot be overemphasized. The President of the American Management Association has stated that, "... the point of greatest (possible) return is the relationship that exists between supervisor and supervised at all organizational levels from day to day. . . . More attention should be paid to making this relationship constructive at all levels than to any other activity."

Implicit in career development is the responsibility of each employee to develop his own potential both on-the-job and through available opportunities for special types of training.

The adequacy and effective administration of planned career development in the Economic Research Area is the general responsibility of the Area Chief, and, within the several divisions, of the respective Division Chiefs. This responsibility is delegated to the Branch and Staff Chiefs as the focal point of the program, charged with its effective execution.

AREA CAREER PATTERNS

The Economic Research Area is responsible for production of all-source economic intelligence on the Sino-Soviet bloc. All its activities are related in some degree to this central responsibility; even the functions of the small Staffs of the Area are in support of this "line" function. It naturally follows that advancement within the Area will be related to an individual's direct or indirect

contribution to production. Similarly, it follows that the Area Career development program should be primarily oriented toward helping personnel to develop, through training, experience and individual counseling, to the limit of their capabilities for intelligence production.

Employees of the Area can be thought of, for purposes of career development planning, as falling into four principal groups:

1. Clerical and administrative support - (clerk-typist, secretarial and administrative assistant) GS-3 through GS-7.
2. Junior professional (intelligence assistant, and junior analyst) GS-5 through GS-9.
3. Intermediate professional (analyst, intelligence officer) GS-9 through GS-12.
4. Senior professional (task force, section and branch chiefs and senior research specialists) GS-13 through GS-15.

The clerical and administrative support group is characterized by qualifications requirements which include manual skills and a knowledge of office, administrative routine and procedures. Career development here will be aimed at mastery of these skills and of administrative support "know-how" which would permit advancement through the ranks to the more senior clerical grades. Development will come through formal training, learning on the job and through planned rotation of assignment. Development aimed at progression into the professional area of the organization will normally depend on training in a professional discipline related to the mission of the Research Area as well as, to some extent, on-the-job experience.

JUNIOR PROFESSIONAL LEVEL

Junior professional positions will generally be occupied by personnel fresh from formal training in a related professional discipline. Progression within this group will depend on experience and, where applicable, additional professional training. Experience for the most part will take the form of assistance to more senior analysts, under comparatively close supervision and guidance in various supporting aspects of the intelligence research process. Progression to the intermediate level will depend in large measure on the degree to which personnel are deemed to have achieved an adequate competence to do more independent intelligence research, through a combination of formal training and experience.

INTERMEDIATE PROFESSIONAL

The intermediate professional level characteristically will include analysts whose training and experience qualify them to undertake independent research under only general supervision. Their responsibilities will be essentially substantive; normally, only as they approach the top of the intermediate level, will they be asked to undertake supervisory responsibility. Progression within the group will thus depend in large measure on professional growth, on increasing substantive competence. Progression onward, to the senior professional level, will depend on these factors and, normally, additionally on the extent to which intermediate professionals demonstrate qualities of leadership plus a talent for effective supervision. Career development at the intermediate level thus will concentrate in the first instance on the achievement of professional competence. This may be accomplished in some cases through additional formal training both in an appropriate discipline and in languages as may be necessary. Professional growth in other cases may best be achieved through planned rotation of assignment.

At the top of the intermediate level, at the GS-12 grade, increased attention will be directed toward the development of supervisory capacity. Occasional assignments to "task force" leadership will be effected and, as opportunity permits, top intermediate personnel will be called upon to act for section chiefs in the latter's absence. Promising employees will also be given additional formal training in supervisory and management techniques and methods.

SENIOR PROFESSIONAL

The senior professional level will be composed of personnel who have qualified as mature intelligence analysts capable of independent research and who have also evidenced a capacity to lead and supervise the work of more junior personnel. The essential difference between the senior professional group and the top of the intermediate group will normally be the factor of supervisory responsibility. While it is expected that personnel will continue as a matter of course to grow professionally even after entry into the senior professional ranks, responsibility for supervision is a significant addition to the duties of such personnel. The requirements of the service are such that supervision and guidance must come from personnel in the senior grades. It follows that selection for promotion to senior professional positions will hinge to an important degree on the capability of an employee for supervision and leadership.

Progression within the senior ranks thus will depend on both professional and administrative capacity. Growth will develop primarily from on-the-job experience including rotation of assignments and additionally, as opportunities arise, from tours of formal

training. An important emphasis in career development at this level should be toward broadening the competence of senior personnel. Experience in planning, programming and reviewing research will be an important aspect of this particularly as it includes dealing with fields not necessarily within the specialized technical competence of the individual. The development of a clear appreciation of the overall mission of the Economic Research Area and of ORR and of the relation of the various components of the organization to that mission, to the Agency and to the intelligence community as a whole is also an essential.

Career development as described here is a system which envisions assistance to individual development by means of instruction, experience, and training. The goal first is to help people to handle their present jobs better and then to assume greater responsibilities. Career development planning must be on a case-by-case basis, taking into account individual characteristics of employees as well as the needs of the organization. The career development of even the ablest and best prepared individuals will necessarily undergo adjustment from time to time as these factors change.

AREA CAREER DEVELOPMENT PROGRAM

The Area Career Development Program shall include the following activities and procedures:

1. Issuance of guide instructions to branch and staff chiefs as the supervisors principally charged with continuing responsibility for career guidance of their subordinates.

2. Holding of career counseling interviews with all employees, in connection with the completion of the annual fitness reports and of submittal of promotion actions. These will be conducted by branch or staff chiefs, as appropriate. More senior supervisors may also participate where this is deemed desirable. Career counseling interviews should lead to constructive proposals for measures to be taken for development in the current position and preparation for the next possible step in a logical succession or advancement. In all cases the content of such interviews will be recorded and copies made available to the individual and the branch chief.